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THE TEACHING OF COMPOSITION AND LITERATURE IN THE HIGH SCHOOLS OF INDIANA

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This co-operative study of the teaching of composition and literature in the high schools of Indiana is an outgrowth of a questionnaire mailed to three hundred high schools, selected to represent the secondary-school work of the state, during the year of 1916-17.

The queries included in this questionnaire were selected and arranged in such a way as to bring out definitely what is being taught and what the preparation of the teachers is. They were separated into two divisions, the first to determine the course of study, the second to determine the preparation of each teacher who teaches classes in English. The head of the English department of each high school was asked to answer both parts of the questionnaire and to have each of his teachers answer the second part.

Extent and source of data.—From the 300 departments to which questionnaires were sent, 70 responses were received concerning the first part, which deals primarily with the course of study, and 155 were received concerning the second part, which deals with the preparation of the teachers. Forty-five counties were represented by the 70 schools that replied.

Few persons answered all the questions in each list, so the number reporting will vary with the different questions. This fact makes it necessary to give the number of responses in each phase of the report.

Fifty-eight of the schools that reported, answered the question concerning the high-school enrolment and the population of the town in which the school was located. Thirty-two, or 55 per cent, of the schools reporting had an enrolment of less than 100 pupils, and 12 schools, or 21 per cent, of the schools, had an enrolment

of less than 50 pupils. Table I gives the exact condition in regard to the enrolments. In reading the table, one finds at the top of the column headed "Frequency" the figure "12," which is the number of schools having an enrolment from 1 to 50 pupils as indicated in the corresponding column headed "Enrolment."

TABLE I HIGH-SCHOOL ENROLMENT		TABLE II POPULATION OF TOWNS	
Enrolment	Frequency	Population	Frequency
1-50	12	1-500	11
51-100	20	501-1000	17
101-150	10	1001-2000	11
151-200	3	2001-3000	2
201-250	1	3001-5000	3
251-300	5	5001-10000	4
301-400	1	10001-50000	8
401-500	3	50001 and above	2
501-1100	4		
Total number of schools.... 59		Total number of towns..... 58	

Twenty-eight towns, or 48 per cent of the towns from which schools reported, are a thousand or less in population. However, there are two reports from towns of more than 50,000 population. Table II gives the towns grouped into classes based on the population which varies from the smallest towns to the largest cities.

The above tables were given to show that the schools examined in making this report are representative of the high schools of the state, as some were the smallest, some the very largest, and others of various sizes intervening. Moreover, these schools are well distributed over the state.

Method of treatment.—The questionnaire has been treated in two general divisions: subject-matter and teachers' preparation. The general method followed has been to put the material into such a form as will enable it to tell its own story and to leave out elaborate comments. In the written discussion of the facts the author has used relative terms as expressed in percentages, while in the tables he deals with numbers without attempted relations. The percentage is given as the nearest whole number in each case to avoid the use of fractions.

I. COURSE OF STUDY

A. LITERATURE

Time given to English and literature.—An effort was made to determine how much work is being offered in the Indiana high schools in English and literature and how much is being required for graduation. Of the 67 schools that answered concerning the amount of work being offered, 62 give 4 years and 5 offer 3 or more years. Of the 65 schools that answered concerning the required work, 41 required 3 years and 24 require the full 4 years' work. The schools that require the full 4 years' work are the smaller schools examined. On account of the limited corps of teachers they are unable to offer a large number of electives from which substitution might be made for a part of the English work. The larger schools permit the students to count 4, or in some instances 5, years' English work toward graduation, if the student so desires.

The course of study as given in the answers to the questionnaire naturally falls into two large divisions; first, literature studied in class and the books read at home or collateral reading; second, English which is composed of formal rhetoric, grammar, and oral and written composition.

The number of periods each week devoted to the study of the classics is not uniform; however, the majority of the schools give three periods each week to the study of classics. Of the 61 schools reporting in the ninth year, 38 give three periods each week to the study of the classics, 8 give more time and 15 give less time to it. In the tenth year 28 schools answered, of which 16 prefer three periods each week. Of the 26 schools reporting in the eleventh year, 16 teach the classics three periods, 4 give more time, and 6 give less. In the twelfth year 22 schools answered, of which 14 teach the classics three periods each week, 3 teach them four periods, and 5 teach them less than three periods each week.

Classics studied.—In the attempt to determine the classics studied each year of the high-school course, the author found that over 50 per cent of the schools were using the same classics and that these classics were the ones recommended in the *State Course*

of *Study*. However, the remainder of the schools reporting vary greatly. One reason for the variation is that some of the larger schools arrange their work by semesters into separate units. One semester is given to the study of the short story and the novel, another semester to poetry, and another to the essay. Also some schools have adopted books of carefully arranged selections from choice literature and devote attention to them rather than to the separate classics.

The following lists will give the six classics most frequently used for each of the four years' work. The numbers in parentheses indicate the frequency with which they were reported.

Ninth Year (58 schools): Longfellow: *Tales of a Wayside Inn* (45); Irving: *Sketch Book* (42); Dickens: *Christmas Carol* (39); Hawthorne: *Twice-Told Tales* (35); Scott: *Marmion* (34); Franklin: *Autobiography* (32).

Tenth Year (58 Schools): Goldsmith: *Deserted Village* (36); Macaulay: *Lays of Ancient Rome* (35); Shakespeare: *Midsummer Night's Dream* (35); Stevenson: *Treasure Island* (32); Burns: *Cotter's Saturday Night* (32); Washington: *Farewell Address* (31).

Eleventh Year (58 Schools): Dickens: *Tale of Two Cities* (42); Tennyson: *Idyls of the King* (39); Addison: *Sir Roger de Coverley* (37); Lowell: *Vision of Sir Launfal* (27); Burroughs: *Birds and Bees* (25); Eliot: *Silas Marner* (10).

Twelfth Year (58 Schools): Shakespeare: *Macbeth* (39); Milton: *Minor Poems* (34); Lincoln: *Gettysburg Address* (28); Byron: *Childe Harold* (27); Lowell: *Present Crisis* (26); Shakespeare: *Hamlet* (12).

History of English and American literature.—In the 65 schools reporting on the place in the high-school course of history of English and American literature and the number of periods devoted to it each day, there is much variation. Some schools give it through the full four years one period each week, while others give it for one period through the last three years. However, the majority of schools think that the English literature should be given one period each week during the eleventh year and the American literature one period each week through the twelfth year of high school. Some schools reverse the order and teach

American literature before English. There are 6 schools that do not teach history of English and American literature at all in class but merely ask the pupils to use it to supplement the class study of the classics.

COLLATERAL OR HOME READING

Two phases of collateral reading.—The data reported on collateral reading are divided into two fundamental phases: first, the amount of collateral reading required of the students, and second, the books from which the students may choose to meet the requirements. Twenty-six schools, or 38 per cent of the 68 schools reporting, favor the idea that four novels should be required each year, and 17 schools, or 25 per cent of the schools, think that six books should be required each year, while 24 schools, or 36 per cent of the schools, think there should be a smaller number required. Fourteen schools of the last class leave the amount and the type of collateral reading for the student to choose.

BOOKS FROM WHICH A STUDENT MAY CHOOSE

Prescribed plan.—In the 53 schools reporting there are two general plans followed, prescribed and elective. The prescribed course of home reading names certain books which must be read with each semester's or year's work by each student taking the course, regardless of his likes or dislikes. Eighteen of the 29 schools maintaining this sort of a course read the following books, which are recommended by the *State Course of Study* in connection with the ninth year's work: *A Man without a Country*, *Cranford*, *Tom Brown at Rugby*, *Deerslayer*, *Gold Bug*, *House of Seven Gables*.

In the tenth year the following books are required: *Call of the Wild*, *Prince Otto*, *Princess*, *Life of Goldsmith*, *Little Women*, *Kenilworth*.

In the eleventh year the following books are required: *Gulliver's Travels*, *Pilgrim's Progress*, *Old Curiosity Shop*, *Last Days of Pompeii*, *Vanity Fair*.

In the twelfth year the following books are required: *Westward Ho*, *Pendennis*, *Tom Brown at Oxford*, *Mill on the Floss*, *As You Like It*; *Genesis*, *Samuel*, *Ruth*, and *Esther*.

Elective plan.—The main idea of the elective plan is to permit the student to select, with the fewest and most reasonable restrictions, the books that he prefers to read in order to meet a definite requirement. Twenty-four schools, or 45 per cent of the 53 schools that sent answers concerning outside reading, use the elective system.

Two general plans are followed: (1) Fifteen of the 24 schools maintaining an elective plan have a list of books arranged for each year's English work, and they permit the student to select a certain number of books from the list to meet the annual requirements in collateral reading. (2) Nine of the 24 schools having the elective plan use a system in which the books that are available for the students' use are arranged by the English teachers into three groups: juvenile literature (Class A), such as *Black Beauty* or *Robinson Crusoe*; modern fiction and drama (Class B), such as *Calling of Dan Matthews* or *Girl of the Limberlost*; and classics (Class C), such as *Les Misérables* or *Quo Vadis*. After the English teachers have examined each book, they take into consideration its length and its literary worth, and assign it a value in points. For example, one school gave twenty points for *Les Misérables*, three points for *Black Beauty* and four points for *Freckles*. The student is required to read enough books to make fifteen points each semester that he takes English. The other restrictions that are placed on the student's reading are to keep him from reading books that are either too elementary or too difficult and to cause him to read some classic literature. Two schools require one-third or more of the points to be made in the classic group, while others do not place such a restriction. All of the schools using this system require pupils to have books approved by their English teacher or by the head of the department of English before doing their reading.

The greatest advantage derived from the use of the point system is that it enables a student to read a classic which takes a great deal of time and thought to understand properly and feel that he is receiving a fair amount of credit for his effort when compared to his classmate who is reading the best sellers or modern fiction, which receive a much lower point valuation.

It is quite evident that the larger the library the larger the range of selection of books offered to the student. One of the most striking features of these systems is that in all the reports new books have been purchased and added to the outside reading list during the school year.

Of the 1,008 books named by the schools answering this question only 149 had a frequency of choice of 10 or more, and only 20 of this 149 had a frequency of choice of 20 or more. The 20 books which were named by 20 of the schools are as follows: *Lorna Doone*, *Deerslayer*, *Last of the Mohicans*, *Spy*, *Bleak House*, *Christmas Stories*, *David Copperfield*, *Dombey and Son*, *Nicholas Nickleby*, *Old Curiosity Shop*, *Oliver Twist*, *Pickwick Papers*, *Adam Bede*, *Mill on the Floss*, *Call of the Wild*, *Last Days of Pompeii*, *Kenilworth*, *Henry Esmond*, *Vanity Fair*, *Ben Hur*.

Size of the high-school library.—The frequency of the choice of books in the preceding list of books points to the fact that many of the schools had a very small number of books in the school library, a fact which is confirmed by the responses to the query concerning the number of books in the English division of the high-school library. Twelve per cent of the 60 schools answering this question had 50 or fewer volumes of English books in the high-school library, 23 per cent had 100 or fewer, 53 per cent had 200 or fewer, and 78 per cent had 300 or fewer volumes. However, 13 per cent of the 60 schools reporting on this query had more than 500 volumes, 7 per cent had more than 750 volumes, and 3 per cent had between 1,000 and 2,500 volumes.

Method of reporting on collateral reading.—There were two general methods used in checking up on the collateral or home reading. The first was to ask the student to write a brief, well-organized report of the book, setting forth the main thread of the story, and giving the principal characters and scenes of the book. This report was to be graded by his teacher. One of the schools gave the following rule governing collateral-reading reports: "A point is taken from the credit (valuation of the book) given for each five per cent below a hundred on the grade for the book review."

The second method was to have the student give an oral review of the book which he had read, setting forth about the same facts that were called for in the written report. This method gives the English teacher an opportunity to bring out some new points in the book that the student had not been able to get for himself.

B. COMPOSITION

Under the head of "Composition" the author has chosen to group formal rhetoric, grammar, and oral and written composition. The number of periods given to each of the phases of English work varies greatly.

Formal rhetoric.—Formal rhetoric is taught in 57 of the 65 schools that reported. Eighteen schools give it one period each week through the first two years of the high-school course and 13 give it one period each week throughout the entire four years' work. Nine schools give two periods for the first two years and one period for the last two years of the high-school course. The remainder give rhetoric in the first years of the course and let the history of English and American literature and the study of the classics take more of the time during the last years of the high-school course.

Grammar.—Of the 57 schools that answered concerning the teaching of grammar in the high school, 30 do not offer a specific course but give instruction in grammar in connection with the other English work. Seven schools give grammar two periods each week during the second semester of the twelfth year. Five give it one period each week during the ninth year and 6 schools give it one period each week through the ninth year and one period during the last semester of the high-school course.

Oral and written composition.—Twenty-six of the 63 schools answering give one period each week during the entire four years to composition, alternating from week to week with oral and written discourse. Twelve schools give two periods each week to composition, one period to oral and one to written. There are only 8 schools that do not give to oral composition some time besides that actually used in the recitation work. Those schools

giving oral composition think it should occupy from one-fourth to one-half of the composition time.

OTHER PHASES OF THE COURSE OF STUDY

Public speaking.—From the 62 schools that reported on the question of public speaking, 14 do not give it at all, 21 give it one period each week and ask each member of the class to participate in at least two debates each semester. The remaining schools give the work at special places in the high-school course or do this work through the medium of a debating society. Only two of the schools reporting have a separate department for public speaking.

In answer to the query concerning the department having charge of the public speaking work, 53 schools reported, of which 35 give the public speaking to the English department, 3 to the history department, 4 to both the history and English departments, 9 to the entire faculty of the high school; and 2 schools have a special department in which all the public speaking work is done.

Dramatic work.—Dramatic work is slowly but surely becoming a part of the high-school course. Of the 62 schools reporting only 14 failed to give work in the subject. Nine such schools give a special technical course in dramatics, 15 give plays in connection with the regular classic study, and 24 schools give the Junior and Senior plays each year, selecting members from the respective classes for the casts.

Thirty-four of these schools do not require the work for graduation but they encourage the students to take it. Thirteen schools make it required work and one school permits the student to substitute the technical course for an English or history credit.

Departmental societies.—Twenty-one of the schools reporting have organizations in the department of English consisting of debating, literary, and dramatic societies.

II. PREPARATION OF TEACHERS

From the 70 English departments which submitted the facts used as a foundation for the preceding chapter, 155 English instructors sent replies which will form the basis for the discussion of the preparation of secondary English teachers. The 155 instructors

(117 women and 38 men) are teaching from one class to full time in the English department and their preparation naturally falls into two divisions—first, academic and professional preparation, and, second, teaching experience.

A. ACADEMIC AND PROFESSIONAL PREPARATION

High-school and academy work.—Of the 117 women teachers, 95 attended high school 4 years, 17 attended a fewer number of years, and 5 attended a greater number. Of the 38 men teachers, 26 attended high school 4 years, 11 attended a less number of years, and one a greater number. The average attendance for both women and men in high school is 3.5 years.

Normal-school preparation.—Twenty-nine of the 85 women teachers who reported concerning normal-school preparation did not attend the normal at all. Fifty-three of the 85 women had not attended a normal more than 1 year and 75 attended 3 years or less time, while only 10 women teachers attended normal school more than 3 years. Twelve of the 31 men teachers reporting attended a normal school 1 year or less, 5 did not attend at all, and only 6 men attended a normal school more than 3 years. The average attendance in the normal school is 10.5 months for the women and 14.3 months for the men.

College preparation.—Twenty-three of the 113 women teachers attended college 1 year or less time; 10 of these did not attend college at all. Eighty-two of the 113 women attended 4 years or less time while 31 attended more than 4 years. Twelve of the 32 men teachers reporting attended college 1 year or less time and 9 of these men did not attend college at all. Thirty men attended 4 years or less time and only 2 of the 32 men teachers attended college more than 4 years. The average college attendance for the women teachers is 27.8 months, and for the men teachers, 18.8 months.

Hours of general credit beyond the high school.—Forty-five of the 112 women teachers have less than 91 hours credit above the high school. This means that 40 per cent of the women teachers have three or less years college credit above the high-school work. Thirty of the 45 women do not have any credit beyond the high

school and 48 women have 4 or more years college credit beyond the high-school education. Twenty of the 32 men teachers have less than 91 semester hours' credit in addition to the high-school education and 9 of the 20 do not have any credit beyond the high school at all. Nine men have 121 semester hours' credit which is equivalent to 4 years' college work beyond the high-school education. The average number of semester hours' credit received in addition to the high-school education for the women is 85.6 semester hours and for the men is 62.1 hours. Thus, considering 30 semester hours' credit a year's work, as does Indiana University, the average woman teacher lacks 4.4 semester hours' credit of having 3 years' work above the high school and the average man teacher has only 2.1 semester hours more than a 2 years' course in addition to the high-school education.

Hours of English credit beyond the high school.—Twenty-two of the 97 women teachers have 10 or less semester hours of English credit. Thirteen of these 22 do not have any credit in English above the high school. Thirty-seven of the women have 19 or less semester hours' credit, which is less than an English minor as Indiana University designates a minor. Sixty-one of the 97 women teachers have less than 34 semester hours' credit, which is considered a major in English in Indiana University; and 36 of the 97 women have credit enough or more than enough for a major in English. Sixteen of the 28 men teachers have 10 or less semester hours' credit. Five of the 16 do not have any English credit above the high school. Nineteen of the men do not have enough hours credit to make a minor and 22 do not have enough to make a major in English. The average amount of English credit above the high school for the women teachers is 26.1 semester hours, for the men teachers 15.9 semester hours. The women average 6.1 hours more than a minor and the men average 4.1 hours less than a minor in English.

General professional training.—Forty of the 105 women teachers have less than 11 semester hours of education work. Fourteen of the 40 women do not have any credit in education at all. However, 42 of the 105 women have more than 15 semester hours of education. Seventeen of the 33 men teachers have less than 11

semester hours of education work. Two of the 17 have had no education work at all. However, 13 of the 33 men have had more than 15 hours of education. The average number of semester hours' credit in general education for the women is 14.9, and for the men is 14.8.

Special training in the teaching of English.—Fifty-two of the 104 women teachers do not have any credit in the special methods of teaching English and 75 women have less than 4 semester hours in special methods—that is, of the theory of teaching English, including practice teaching in a training school. Twenty-nine of the women have more than 4 semester hours and 8 women have more than 6 semester hours work in special methods. Twenty of the 32 men have no special work in the teaching of English, 28 have less than 4 hours, but 3 men have more than 6 semester hours' credit. The average number of semester hours' credit in special theory and practice in the teaching of English for the women is 2.5, for the men, 1.4.

Major subjects.—Fifty-six per cent of the women teachers selected English as the subject upon which to lay most stress in their college course and in each case they have taken at least 34 hours, or a major. Of course this doesn't mean that each of these teachers has carried out her intentions, for some of them do not have their B.A. degree as yet, but in each case the teacher has finished her required 34 semester hours in English.

Seventeen, or 45 per cent, of the 38 men teachers reporting have selected English as their major subject, and in each case they have worked out the required number of semester hours for the major.

B. TEACHING EXPERIENCE

For the sake of giving a clear picture of the teaching experience as a means of preparation of teachers, the discussion has been divided into total teaching experience, grade-school experience, high-school experience, years taught in present position, and experience as a teacher of English and literature. In answering the questions the teachers were instructed to count the present year; consequently in this report there are no teachers without at least one year's experience.

Total teaching experience.—Table III gives a clear picture of the findings:

TABLE III
YEARS' TEACHING EXPERIENCE OF ENGLISH TEACHERS

Years' Experience	Women	Men
1-3.....	25	12
4-6.....	28	9
7-10.....	27	5
11-15.....	15	9
16-25.....	12	3
26-31.....	3	0
Total number of teachers.....	110	38
Average years' experience.....	8.7	7.5

The women teachers have an average total teaching experience of 8.7 years, an average grade-school experience of 3.4 years, and an average high-school experience of 5.2 years. The men teachers have an average total teaching experience of 7.5 years, an average grade-school experience of 3.3 years, and an average high-school experience of 4.2 years. These facts point to the conclusion that it is necessary for both men and women to have about three years' grade-school experience before beginning high-school teaching. Whether this is a necessary prerequisite to high-school teaching or the young men and women feel it is necessary to teach a few years in order to earn money enough to complete their college courses in order to enter the high-school work is an interesting question, but one that this investigation does not furnish sufficient data to answer.

Teaching experience in present positions.—Seventy-seven of the 116 women teachers have taught in the same school less than 4 years. One hundred of the women have taught in the same school for less than 7 years. Thirty-one of the 38 men have taught in their present position for less than 4 years. The average number of years that the women have taught in the position they now occupy is 3.8, and the average number of years for the men is 2.5.

Experience as English teachers.—Fifty-one of the 116 women and 20 of the 38 men have less than 4 years' experience as English teachers. Eighty-six women and 31 men have less than 7 years'

experience in teaching English, while 11 women and 3 men have more than 10 years' experience in the special subject. The average number of years' experience in teaching English for the women is 5, and for the men, 3.7.

Table IV shows more minutely the findings:

TABLE IV
YEARS OF EXPERIENCE AS ENGLISH TEACHER IN HIGH SCHOOL

Years' Experience	Women	Men
1-3.....	51	20
4-6.....	35	11
7-10.....	19	4
11-15.....	8	3
16-25.....	2	0
26-31.....	1	0
Total number of teachers.....	116	38
Average years' experience.....	5	3.7

C. OTHER PHASES OF TEACHERS' PREPARATION

License.—Forty-one of the 114 women teachers and 12 of the 38 men teachers are teaching on a twelve months' high-school license. Thirty-three women and 11 men are teaching on a 24 months' high-school license.

What teachers read.—In response to the question, "What magazines do you take relative to the teaching of English?" 68 of the 117 women said that they took the *English Journal*, 12 *Correct English*, and 6 the *Literary Digest*.

Twenty-three of the 38 men did not take such a periodical. However, 8 took the *English Journal* and 3 the *Literary Digest*. The same misunderstanding existed among the men as among the women, for each of them named some magazines that do not bear strictly upon the teaching of English.

III. WORK OF THE TEACHER

Periods of classroom work.—Many of the teachers who sent replies to the questionnaire are teaching several subjects besides English in the high school. Table V gives a definite picture of the work as done in the high school by the teachers who are classed as English teachers.

English periods.—Fewer than half of the teachers replying teach only English work; so an attempt was made to find out the number of periods that these teachers were actually engaged in the work for which they have been employed. Sixty-nine of the 114 women teach 4 or less classes in English each day; 45 teach 3 or less, and 27 teach 2 English classes or less daily. However,

TABLE V
PERIODS OF HIGH-SCHOOL WORK TAUGHT DAILY BY
ENGLISH TEACHERS

Number of Periods Taught Daily	Women	Men
1.....	2	0
2.....	3	3
3.....	2	3
4.....	11	5
5.....	43	7
6.....	40	14
7.....	11	4
8.....	5	1
Total number of teachers.....	117	37
Average number of periods.....	5.3	5.3

45 of the 117 women are teaching 5 or more classes daily, a fact which seems to indicate that only 45 of the 117 are teaching English alone. Thirty-three of the 38 men teach less than 5 English classes daily. Twenty-five men teach 3 or less periods daily. Only 5 of the men are teaching 5 or more classes in English each day. The average number of periods per day that the women teach English is 3.7, and for the men it is 2.8.

Size of classes.—Of the 348 English classes reported by the women teachers 24 had an enrolment of 10 or less, 71 had an enrolment of 15 or fewer, while 216 classes ranged between 16 and 25 pupils. Only 3 classes had an enrolment of 35 or more. Of the 90 English classes reported by the men, 13 had an enrolment of 10 or fewer, 27 of 15 or fewer and 50 of the 90 had an enrolment between 16 and 25. The average enrolment of the English classes taught by women was 18.2, and of the classes taught by men, 18.6.

Conference work.—Some information given in the above statements has hinted that the time spent in conference work must be limited because of the great number of classes that each teacher

was forced to hold daily. The response to conference work shows that 48 of the 107 women responding and 21 of the 29 men do not hold conference in English work at all. Twenty-seven of the women and 5 of the men have 2 or fewer conferences each week while 20 women and 3 men have either 4 or 5 conference periods each week. The fact stands out clearly that the teachers who are required to teach English only and have but 5 teaching periods each day are, as a rule, the ones having 5 to 10 conference periods in English each week. The average number of conference periods held by the women each week is 1.9 and by the men 0.7.

Assembly work.—Twenty-five of the 112 women and 10 of the 38 men do not have assembly-room duty in high school at all. Seventy-six women and 22 men have 4 or more periods in the assembly room each week. It is a noticeable fact that the women teachers are asked to have the assembly about one period each day. The average number of periods each week that the women are asked to have charge of the assembly is 5.4, and for the men, 5.7.

IV. SUMMARY

I. Course of Study.

A. Literature:

1. The majority of high schools offer four and require three years' work in English.
2. The majority of high schools give three periods to the study of the classics through the four years' course.
3. The majority of high schools follow the *State Course of Study* in selecting classics for class use.
4. The majority of high schools give English literature one period each week in the eleventh year and American literature one period each week in the twelfth year.
5. Thirty-eight per cent of the high schools think four novels should be required as outside or collateral reading each year, 25 per cent favor six, and 24 per cent think a smaller number should be required.
6. Fifty-five per cent of the high schools favor a prescribed course of outside reading and 45 per cent favor the elective system.
7. Books in the English division of the high-school library: 12 per cent had less than fifty volumes; 23 per cent had less than one hundred volumes; 53 per cent had less than two hundred volumes; 78 per cent had less than three hundred volumes; 15 per cent had more than five hundred volumes.

B. Composition.

1. The majority of high schools teach formal rhetoric two periods each week in the first two years of the high-school course.
2. The majority of high schools do not offer a course in grammar.
3. The majority of high schools give oral and written composition one period each week during the last two years of the high-school course.

II. Preparation of Teachers.

A. The average woman teacher has:

1. 3.9 years of high-school work.
2. 10.5 months of normal-school work.
3. 27.8 months of college and university work.
4. 85.6 semester hours of credit beyond the high school.
5. 26.1 semester hours of English credit beyond the high school.
6. 14.9 semester hours of general professional training.
7. 2.5 semester hours of special professional training in English.
8. An A.B. degree (70 per cent of the women have an A.B. degree).
9. English as a major in college (56 per cent have English as major).
10. 8.7 years' teaching experience.
11. 3.4 years' teaching experience in the grade school.
12. 5.2 years' teaching experience in the high school.
13. 3.8 years' teaching experience in present position.
14. 5.0 years' teaching experience in English.
15. A one or two years' state high-school license.
16. A year's subscription to the *English Journal*.

B. The average man teacher has:

1. 3.5 years of high-school work.
2. 14.3 months of normal-school work.
3. 18.8 of college and university work.
4. 62.1 semester hours of credit beyond the high-school work.
5. 15.9 semester hours of English credit beyond the high-school work.
6. 14.8 semester hours of general professional training.
7. 1.4 semester hours of special professional training in English.
8. An A.B. degree (75 per cent of the men have an A.B. degree).
9. English as a major (45 per cent have selected English).
10. 7.5 years' teaching experience.
11. 3.3 years' teaching experience in grade school.
12. 4.2 years' teaching experience in high school.
13. 2.5 years' teaching experience in present position.
14. 3.7 years' teaching experience in English.
15. A one or two years' state high-school license.
16. A year's subscription to the *English Journal*.

III. Work of the Teacher of English.

A. A woman teacher's work is:

1. 5.3 periods each day of classroom work.
2. 3.7 periods of English teaching with average class 18.2 pupils.
3. 1.9 conference periods each week.
4. 5.4 assembly room periods each week.

B. A man teacher's work is:

1. 5.3 periods each day of classroom work.
2. 2.8 periods English teaching with the average class of 18.6 pupils.
3. 0.7 conference periods each week.
4. 5.7 assembly room periods each week.